

9 –9-2; 11-2,3,4

Myths Regarding Nontraditional Roles

Grade Level	Tenth
Minimum Time Required	45 Minutes
Materials/Resources	"Men & Women" Story Sheets Myths Regarding Employment in Nontraditional Jobs-Transparency
Subject Area(s)	Guidance-Social Studies

Project Description:

People who are aware of sex role stereotyping have a better opportunity to select jobs and careers which are suited to their interests and talents regardless of traditional sex roles.

1. Ask students to rate the following occupations, giving the following instructions: "If you would feel uncomfortable if your mother had that job because you think it is unfeminine, mark in 'men only'. If you would feel uncomfortable if your father had the job, mark it 'women only'". When they have finished, instruct students to compare opinions on which jobs are male and female.
2. Have students check which of the jobs listed in Activity #1 they have considered as a possible vocation and to list any other jobs they have considered. Then assign students to find the partner of the opposite sex who has the most similar talents, abilities, and skills to them. Have each pair compare lists of occupations discussion any occupations on the two lists that are different.
3. Distribute copies of the stories and give one marked "men" to each of the males in the class and one marked "women" to each of the females. Instruct them to write an ending to their story. After the students have written a completion to the story, have them choose a partner of the opposite sex and compare stories. "How are your stories different? What might be some of the reasons for the differences between your stories? Can the differences between your stories be attributed to the differences between the writers (one of you is male, the other female)? Does this experience tell you anything about the way you think males and females differ? Does this experience tell you anything about the ways persons of different sex perceive situations?"
4. If students would like to try this activity again (in either written or oral form), use a different story and have them choose a different partner (or they might want to share stories with the entire class rather than a single partner.)

Career Development Standard	Skills to make decisions. Understanding the continuous changes in male/female roles.
Career Development Indicator	Identify alternatives in given decision making situations. Identify evidence of gender stereotyping and bias in educational programs and occupational settings. Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias stereotyping. Identify courses appropriate to tentative occupational choices.
Delivery Level	Introductory
Academic Standards	
Language Arts	2.4.b write to analyze, synthesize, interpret, and use new information. 3.2.b evaluate the validity and accuracy of various types of oral and visual information.
Social Studies	1.3.b analyze the values and belief systems found within various groups and cultures.
Employability/SCANS Skills	Thinking Skills Basic Skills Interpersonal Skills
Assessment/Rubric	Students will be evaluated based on class participation.

Submitted by: SD Comprehensive Guidance and Counseling Program Model

Myths Regarding Employment In Nontraditional Jobs

MYTH	FACTS
Myth #1: Women in clerical jobs dress so well that surely they make more money than trade workers.	Fact: This is not true. Consider the difference in the following entry-level weekly salaries: Clerk/typist: \$200 . Chemical technologist: \$413 Food service \$220 Drafter: \$327 Receptionist: \$180 . Electrician: \$308 Secretary: \$246 . Welder: \$290 Note: While current salaries may differ; pay gaps between positions remain.
Myth #2: Men aren't nurturing or sensitive enough to work with small children, the elderly, or the sick as caregivers.	Fact: Besides the many caring fathers, grandfathers, and brothers who often care for family members, many men are successful elementary school teachers, nurses, paramedics, nursing assistants, and other professional caregivers. (Male care-givers provide excellent role models for young children and help erase many of the negative stereotypes about men.)
Myth #3: Women are not strong enough to work as skilled laborers.	Fact: The average woman is strong enough to work as a skilled laborer because modern machinery and tools have made many jobs easier. Also, women can build strength while on these jobs.
Myth #4: Men who work in nontraditional careers aren't very masculine.	Fact: Men in nontraditional careers come in all sizes, shapes, and types. They are as manly as men in other career fields.
Myth #5: Work in the trades can be dirty and women don't like to get messy.	Fact: Women traditionally do "dirty" jobs such as changing diapers, gardening, and housecleaning.
Myth #6: Men who choose nontraditional careers aren't skilled or strong enough to be employed in traditionally male careers.	Fact: Men choose nontraditional careers because of their interests, skills, and abilities. They have the capacity to perform skilled tasks, such as dispensing medicine to the sick, and they work in conditions that require strength, such as lifting nursing home residents.
Myth #7: Women who work in the trades are too rough and tough to be feminine.	Fact: Just because a female wears rugged work clothes and gets dirty doesn't mean she is any less feminine.
Myth #8: Men in nontraditional careers earn less money than men employed in traditional careers.	Fact: Men in nontraditional careers, especially those who own their own business or work as a supervisor, can earn more than men employed in traditional careers.
Myth #9: Females don't have the math ability for work in the trades.	Fact: Using math is not a gender-related activity. Practice and a desire to learn determine how well a person performs math.

Myths Regarding Nontraditional Roles

ACTIVITY SHEET

	Men Only	Both Sexes	Women Only
Architect	_____	_____	_____
Conductor	_____	_____	_____
Sportswriter	_____	_____	_____
Dress designer	_____	_____	_____
Painter	_____	_____	_____
Theater director	_____	_____	_____
Radio-tv reporter	_____	_____	_____
Illustrator	_____	_____	_____
Veterinarian	_____	_____	_____
Geologist	_____	_____	_____
Pharmacist	_____	_____	_____
Letter carrier	_____	_____	_____
Pilot	_____	_____	_____
Carpenter	_____	_____	_____
Police officer	_____	_____	_____
Florist	_____	_____	_____
Cab driver	_____	_____	_____

Myths Regarding Nontraditional Roles

"MEN" STORIES

MEN: John and Alice live on a remote ranch in northern Montana with their two daughters, Kelly 4 and Marty 2. Both enjoy the rugged life, and before the children were born both worked the ranch together. Suddenly, Alice is killed in an automobile accident. John is faced with a decision about how to make a living and raise the children. His parents urge him to move in with them in Denver and get a job there. Write a brief story describing John's decision and telling what happens to the family.

MEN: Paul Woolman and Sally Phillips have dated regularly all through high school and are planning to get married. They have tentatively set the wedding date for August after graduation. Both have prospects of fairly good jobs in their hometown and would like to remain there. However, two months before graduation, Paul receives a full scholarship to a college five-hundred miles away. What does he do?

MEN: Ed has just graduated from high school. He has a strong interest in Indian philosophy and has decided to go to India. However, he has little money. First, he hitchhikes from his home in Nevada to San Francisco. Then he gets a job on a passenger ship going to Hong Kong. From there he works his way to India doing odd jobs. He ultimately meets a guru and asks if he can study under him. What happens to Ed over the next few years?

Myths Regarding Nontraditional Roles

"WOMEN" STORIES

WOMEN: John and Alice live on a remote ranch in northern Montana with their two daughters, Kelly 4 and Marty 2. Both enjoy the rugged life, and before the children were born both worked the ranch together. Suddenly, John is killed in an automobile accident. Alice is faced with a decision about how to both make a living and raise the children. Her parents urge her to move in with them in Denver and get a job there. Write a brief story describing Alice's decision and telling what happens to the family.

WOMEN: Paul Woolman and Sally Phillips have dated regularly all through high school and are planning to get married. They have tentatively set the wedding date for August after graduation. Both have prospects of fairly good jobs in their hometown and would like to remain there. However, two months before graduation, Sally receives a full scholarship to a college five-hundred miles away. What does she do?

WOMEN: Ellen has just graduated from high school. She has a strong interest in Indian philosophy and has decided to go to India. However, she has little money. First, she hitchhikes from her home in Nevada to San Francisco. Then she gets a job on a passenger ship going to Hong Kong. From there she works her way to India doing odd jobs. She ultimately meets a guru and asks if she can study under him. What happens to Ellen over the next few years?